R E P O R T R E S U M E S

ED 013 187 RE 000 346

A SUCCESSFUL HIGH SCHOOL DEVELOPMENTAL READING PROGRAM.

BY- BERKEY, SALLY C.
INTERNATIONAL READING ASSN., NEWARK, DEL.

PUB DATE APR 67

EDRS PRICE MF-$0.25 HC-$0.40 10P.

DESCRIPTORS- *READING INSTRUCTION, *READING PROGRAMS, *READING IMPROVEMENT, READING SKILLS, READING MATERIALS,

A READING AND STUDY SKILLS PROGRAM INITIATED IN SEPTEMBER, 1959, IN THE CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT IN SOUTHWEST LOS ANGELES IS DESCRIBED. THE DISTRICT IS COMPOSED OF FOUR HIGH SCHOOLS WITH A TOTAL ENROLLMENT OF APPROXIMATELY 6,000 STUDENTS. PARTICIPATION IN THE PROGRAM IS REQUIRED AND IS CONCENTRATED IN THE FRESHMAN ENGLISH CLASSES. THE PROGRAM BEGINS WITH A PERIOD OF MOTIVATION AND ORIENTATION WHICH INCLUDES A PHYSICAL CHECKUP BY THE SCHOOL NURSE. IT CONTINUES WITH AN 8-WEEK PROGRAM OF CONCENTRATED SKILL BUILDING IN THE READING LABORATORY AND CONCLUDES WITH A FOLLOWUP PHASE IN WHICH STUDENTS CONTINUE TO USE AND DEVELOP THEIR SKILLS. FOR THE UPPER GRADES, EACH SCHOOL HAS ITS OWN PROGRAM WHICH REINFORCES THE FRESHMAN COURSE AND MEETS SPECIFIC STUDENT NEEDS. SIX SPECIALISTS WERE HIRED TO ADMINISTER THE PROGRAM--FOUR READING LABORATORY TEACHERS AND TWO READING COORDINATORS WHO ARE RESPONSIBLE FOR SETTING UP THE READING PROGRAM, DEVELOPING THE COURSE OF STUDY, SELECTING AND ORDERING THE MATERIALS AND EQUIPMENT, SETTING UP THE LABORATORIES, AND TRAINING NEW TEACHERS. THE PHYSICAL EQUIPMENT AND MATERIALS USED IN THE READING LABORATORIES ARE DESCRIBED. THE NELSON SILENT READING TEST WAS USED IN A TEST-RETEST DESIGN TO MEASURE PROGRESS, AND STUDENTS SHOWED APPRECIABLE IMPROVEMENT IN READING AND SELF-CONFIDENCE. THIS ARTICLE APPEARED IN "JOURNAL OF READING," VOLUME 10, APRIL 1967. (RH)

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY RALPH STAIGER IRA TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED 000 346

ED013187

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Some idea of the contents of this Jnl is

Founded by the Developmental Reading Staff, Department of English, Purdue University.

JOURNAL OF READING

Volume X, Number 7 April, 1967

CONTENTS

	Page
READING POETRY IS CREATIVE TOO — Howard B. Goodrich	435
A SUCCESSFUL HIGH SCHOOL DEVELOPMENTAL READING PROGRAM — Sally C. Berkey	442
VOCABULARY AND CONCEPT DEVELOPMENT — John H. Langer	448
MATERIALS FOR ADULT BASIC EDUCATION — Edward G. Summers	457
THOSE PESKY BOOK REPORTS — L. Patrick Carroll, S. J.	468
THE PAPERBACK LIBRARY — Saul Bachner	473
A CITY-WIDE VOCABULARY PROJECT FOR NINTH-GRADE STUDENTS — Arlene Von Horn and Edith Janes	476
PRESIDENT'S LETTER — Mildred A. Dawson	486
REVIEWS — J. Roy Newton	488
College Reading Skills, Lettie Austin, *et al.*—Frank L. Christ	
Teaching Reading: Selected Materials, Walter B. Barbe — Esther J. McConihe	
RESEARCH FOR THE CLASSROOM — Albert J. Kingston	491
Using Context to Determine Meanings in High School and College — Lawrence E. Hafner	
NEWS AND NOTES — William R. Powell and Ernest W. Kinne	499

The JOURNAL OF READING is published eight times a year, October through May, by the International Reading Association, Inc. Members of the Association have the option of receiving either the JOURNAL OF READING or THE READING TEACHER as part of their $5.00 membership dues for the fiscal year July 1, 1966 through June 30, 1967. Subscriptions for institutions are available for $6.00 per volume year. Single copies $1.00. Copyright 1967 by the International Reading Association, Inc. Second-class mail privileges authorized at Newark, Delaware, with an additional entry at Indianapolis, Indiana. Microfilm editions are available from University Microfilms, Ann Arbor, Michigan.

Editorial Materials should be addressed to the Editor, 314 Heavilon Hall, Purdue University, Lafayette, Indiana, accompanied by return postage.

Send *change of address notices* (include old label, allow 60 days) and other business correspondence to IRA, P.O. Box 695, Newark, Delaware 19711.

A Successful High School Developmental Reading Program

SALLY C. BERKEY

THE MOST CHALLENGING and rewarding experiences I have had during my career have been in the reading and study skills program of Centinela Valley Union High School District, in southwest Los Angeles. Composed of four high schools with a total enrollment of approximately six thousand students, this district began its reading program in September, 1959. Having served as reading coordinator there for six years, I shall describe its program from inception to the present.

For several years prior to 1959, administrators and teachers were concerned with the reading problem throughout the district. Since standardized achievement tests indicated that our students were not reading up to their ability, the superintendent and his staff began exploring every possibility of improving reading in the four high schools. The Board of Education unanimously agreed to their plan for a reading and study skills program and provided a budget.

The administration then selected competent personnel. Two reading coordinators were hired and given the responsibility of setting up the reading program, developing the course of study, selecting and ordering materials and equipment, setting up the laboratories, training new teachers, and supervising the overall program in the four schools. Four special reading laboratory teachers, one for each of the high schools, were hired to work under the supervision of the two coordinators. These laboratory teachers were instructed to work with and help reading teachers in their respective schools and to conduct the program according to the plans for the overall program.

To secure competent reading instructors in addition to the laboratory teachers, the district encouraged English teachers to take a summer course in developmental reading at the University of California at Los Angeles, with all expenses paid. Approximately 20 teachers, fully aware that reading is one of the most important tools in the learning process, were eager for this opportunity. They finished the course, full of enthusiasm and confident that they were much better prepared to participate in a total reading program.

Sally C. Berkey is district reading coordinator with the Centinela Valley Union High School District, Hawthorne, California.

The physical layout of the reading and study skills program is rather extensive. In each of the four high schools there are two complete reading laboratories, side by side. Set up to accommodate 15 students at a time, each laboratory is equipped with the latest and what we think the best mechanical devices and reading materials.

The mechanical instruments in each laboratory consist of the following: one tachistoscope, one Controlled Reader, one Tachist-O-Flasher, several S.R.A. Reading Accelerators, several Shadowscopes, several ear phone systems, and one tape recorder. Graded films and tapes are available for these instruments.

There is a great variety of reading materials in each laboratory. Carefully selected for interest as well as instructional level, these materials range from Grade Two through Fourteen. Among the graded reading materials are the following: S.R.A. Reading Labs; S.R.A. Pilot Libraries; S.R.A. *Better Reading Books* by Elizabeth Simpson; *Be A Better Reader* series (Prentice-Hall) by Nila Banton Smith; *Transfer Reading Manual*, Educational Developmental Laboratories; *Effective Reading for Adults* (W. C. Brown) by Selma Herr; *Word Attack* (Harcourt, Brace & World) by Clyde Roberts; *Reading for Meaning* by John Coleman and others (Lippincott); *Skill Builder* series and *Help Yourself to Improve Your Reading*, Reader's Digest; *Design for Good Reading* by Melba Schumacher and others (Harcourt, Brace & World); and *The Literature Sample* by Rita B. McLaughlin and others (Learning Materials, Inc.). There are also many reading workbooks, vocabulary workbooks, paperback books, dictionaries, reference books, magazines, and newspapers.

The warm and pleasant atmosphere of each of these fully equipped laboratories is conducive to reading. The attractive exhibits and the bulletin board displays of colorful book jackets serve as an incentive even to the non-reader.

General Structure of Program

Concentrated in the freshman English classes, the developmental reading program is a *required* course. It is *mandatory* for every ninth-grade student in the district to spend eight weeks of the school year in the reading laboratory. (Those students in special reading classes are not included.)

Before our students begin their training in the reading laboratory, they go through a period of motivation and orientation. During this time, the English teacher constantly *talks* reading to the students and explains to them how important reading is to their success in high school, college and throughout

life. The students visit the reading laboratories and become acquainted with the overall program. They also visit the library and receive instruction in its use. Here they are encouraged to check out books and to begin building up their own home libraries.

During this period the students are also made to realize the importance of general health and its relation to reading. The school nurse gives all students a physical check-up, carefully examining their ears and eyes for every possible defect, and sends a report to the teachers and notifies the parents if corrections should be made.

This period of motivation and orientation is of paramount importance. It is during this time that the students begin to realize that reading is basic to *all* subjects and that *all* students, regardless of their reading levels, can learn to improve their reading skills and techniques.

When the students are thoroughly motivated and are ready to go into the reading laboratory for their training, the class of 30, which is homogeneously grouped for English I, is divided in half. The regular English teacher takes 15 of these students into one of the two reading laboratories; the special reading laboratory teacher takes 15 in the other. For eight weeks these students follow a concentrated program of reading skills, techniques, and study aids. They keep a record of their work and chart their progress in a student syllabus specifically developed for use in the course. At the end of the laboratory session, the students receive the results of their tests, and their over-all performance is discussed with them.

The follow-up phase is perhaps one of the most important parts of the course. The students return to their regular English classes, and for the remainder of the year they spend at least one day each week in supervised classroom reading. During this time, they put into practice the reading skills and techniques which they learned in the laboratory. The students also continue to develop and refine their techniques. They work on vocabulary and strive to develop reading interests and tastes, as well as independence in reading. For this important follow-up procedure, special materials and aids are available for the classroom teacher to use.

Generally, the reading and study skills program was planned to help students improve their reading habits and their study skills, two of the most important areas of the high school curriculum. Specifically, the goals of the program are to increase

reading rate, enlarge vocabulary, raise the level of comprehension, and teach the students how to study in all subjects.

Five major tasks confront each teacher in helping his students accomplish these goals: (1) the development and refinement of reading techniques and skills, (2) the development of vocabulary and background concepts, (3) the development of reading interests and tastes, (4) the development of independence in reading, and (5) the development of differential attack—ability to adjust reading skills to the task at hand.

The main emphasis of the program should be noted. Reading—always for a purpose—is stressed throughout the course. Flexible reading habits to suit the purpose, skimming, rapid reading, and study reading are given great emphasis. Among the specific exercises stressed are vocabulary building, rate building, reading for main idea, reading for details, reading to evaluate, reading to apply, reading for implications, magazine reading, using the card catalogue, using the table of contents, indexes, etc., and using dictionaries, atlases, and encyclopedias.

Important also are the many study aids which our students are encouraged to develop, some of the most worthwhile ones being the SQ3R study formula, the TQLR listening formula, how to build a vocabulary, how to learn to spell, how to take notes, how to outline, how to underline, how to take a test, how to use the dictionary, and how to use the library. From these study aids, as well as from the many reading techniques and skills, the majority of our students have a definite carry-over, not only to their English classes, but to all other subjects in school.

Attempting to give maximum help in all of the above areas, the teacher makes every effort to consider the individual needs of his students. He uses a variety of approaches and methods geared to meet those individual needs. He starts each student at his present reading level and encourages him to work up to his potential. The teacher provides a special challenge for the superior student. He encourages this student to pull his thousands of sight words out of the periphery into his own vocabulary.

The teacher knows that only through his guidance can the superior student learn to read—not with a cursory glance at the printed page—but with the whole intent of his mind. Therefore, the teacher helps this student to read beneath the surface and search for implications.

The school librarian works closely with the freshman English teachers and the reading laboratory teachers in both the labora-

tory program and the follow-up procedure. In addition to instructing the students in the normal use of library materials, the librarian is always ready to guide students in independent reading for research and recreation. As a result, our school library is becoming more popular every day. The circulation of books is increasing, and research materials are being used more extensively. Some students find it enjoyable and helpful using reading accelerators which are placed in the libraries to stimulate the overall program. They also find a special challenge in selecting and purchasing paperback books on sale in each library. In fact, the school library is beginning to be the center of our reading program.

Evaluation

The testing instrument used in our program is the Nelson Silent Reading Test (Houghton Mifflin). It is pointed out to the students that tests are given for their benefit, in order that they may know their strengths and weaknesses. Three forms of this test are given to all ninth-grade students. Form A is given to the students before they begin their laboratory training. Form B is given at the end of the laboratory session to see how much progress has been made during the training period. Form C is given at the close of the school year to determine carry-over and the amount of achievement made during the entire year.

The improvement made by our first semester students during the school year 1964-1965 indicates that the reading program has merit. The average reading level of our students at the beginning of the program was seventh grade, seven months (7.7). The average reading level at the end of the laboratory session was eighth grade, seven months (8.7). This makes a total gain of ten (10) months in eight weeks, more than one month for each week of instruction. At the end of the school year, after the students had gone through their follow-up program, the average reading level was ninth grade, five months (9.5), a gain of eight months (.8) since the laboratory period. These figures show that an overall increase of one year and eight months (1.8) was made during the school year. These gains are typical of the growth throughout the six-year period.

Significant also is the fact that the majority of our students make many gains which cannot be measured statistically. The strength of the total program is mirrored in the students themselves. Along with their appreciable improvement in reading, our students gain self-confidence. They develop socially as well as educationally. Many students, for the first time, begin checking books out of the classroom and school libraries. Almost all

our students seem to have a more favorable attitude toward reading and toward school in general.

The reading and study skills program has a much broader aspect than that which is outlined above. I believe that, to be complete, a high school reading program must be school-wide. Consequently, every effort has been made in each school to reinforce the freshman reading program in the upper English classes. Each school has its own unique program beyond the ninth grade. However, there is a definite similarity in pattern throughout the district. A follow-up of the basic reading skills learned in the ninth grade is emphasized especially in the average and below-average classes in Grades Ten, Eleven and Twelve. In the college preparatory classes, reading enrichment is a major part of the curriculum. Special classes for the improvement of speed and comprehension are provided where needed. Special emphasis is given to interpretive and critical reading as well as to the building of a larger *vocabulary*. Included also for the college-bound students are the normal depth studies in short stories, poetry, essays, novels, dramas, epics, and biographies. This reinforcement, or follow-up, in the upper grades provides a continuous process of reading improvement from Grades Nine through Twelve.

Reading in the content areas is also a part of our school-wide plan. During the past five years we have had reading committees made up of interested teachers from each department. These teachers have worked together trying to find ways to improve reading in each subject field. This procedure has proved to be effective by making the majority of our teachers realize that the teaching of reading in their subjects is their responsibility.

During the current school year, we have organized reading councils, comprised of both teachers and administrators, which are concerned not only with the many reading problems existing throughout our entire district but also with the refinement and enrichment of the total reading process for all students. The reading councils are proving to be valuable and will probably remain as a definite part of the school's permanent structure.

Small-group counseling has also become a part of the school-wide reading program. Three periods a week have been set aside for this purpose, during which small groups of students with common problems are called together and are counseled. This has helped point to the kinds of changes or emphasis that

(Continued on p. 456)

[7] McCarthy, D. "Language Development in Children," in *Manual of Child P chology*, 2nd ed. (New York: John Wiley and Sons, Inc., 1954), Chapter 9.
[8] Piaget, Jean. *The Language and Thought of the Child*, translated by Gagain (New York: Harcourt Brace and Co., 1932).
[9] Russell, David H. *Children Learn to Read*, 2nd ed. (Boston: Ginn and 1961).
[10] _____. *Children's Thinking* (Boston: Ginn and Co., 1956).
[11] _____. "Concepts," *Encyclopedia of Educational Research*, 3rd ed. N York: The Macmillan Co., 1960).
[12] _____. *The Dimensions of Children's Meaning Vocabularies in Gra Four Through Twelve*, 40, No. 5 (University of California Press, 1954), 315-
[13] _____ and Henry Fea. "Research on Teaching Reading," *Handbook Research on Teaching* (Chicago: Rand McNally Co., 1963).
[14] Serra, M. C. "How to Develop Concepts and Their Verbal Representatio *Elementary School Journal*, 53 (January, 1953), 275-285.
[15] Smith, H. P. and E. V. Dechant. *Psychology in Teaching Reading* (Englew Cliffs, N.J.: Prentice-Hall, Inc., 1961).
[16] Sutton, R. S. "Words vs. Concepts," *Education*, 83 (May, 1963), 537-540.
[17] Tinker, M. A. *Teaching Elementary Reading* (New York: Appleton-Cent Crofts, Inc., 1952).
[18] Vinacke, W. E. "Concepts and Attitudes in the Perception of Words," *Educat* 75 (May, 1955), 572-576.

Developmental Reading Program

(Continued from p.

ding teachers, counselors, and administrators should c sider. Clinical help is being provided for non-readers and students with extremely serious reading difficulties.

The teachers and administrators of the district believe successful reading and study skills program is here to stay. Th fore, we accept the challenge to make a concerted effort to pro adequate and continuous instruction in this most impor phase of the high school curriculum.